Cook RF, Billings DW, Hersch RK, Back AS, Hendrickson A
A Field Test of a Web-Based Workplace Health Promotion Program to Improve Dietary Practices, Reduce Stress, and Increase Physical Activity: Randomized Controlled Trial
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Multimedia Appendix 3

Print Materials Outline of Content

Fitness: The High Performance Lifestyle StayWell/Krames © 1998

- I. Fitness: Are You Ready?
 - a. Why Should You be Active?
 - b. Stages of Change Model
 - i. Which stage are you at?
 - ii. Pre-Contemplation stage
 - iii. Contemplation stage
 - 1. Decrease your "cons" list
 - 2. Increase your "pros" list
 - c. Cons-My Reasons for Not Being Active
 - d. Pros-My Reasons for Being Active
 - i. Would you like to enjoy:
 - ii. Other personal benefits might include:
 - iii. Preparation stage:
 - iv. Action stage:
 - v. Maintenance stage:
 - vi. Termination stage
 - e. Graphic with sections the reader can complete
 - i. Ways to Find Time For Exercise
 - ii. Ways to Make Exercise More Convenient
 - iii. Ways to Be More Active at Home
 - iv. Ways to Be More Active at Work
- II. The F.I.T. Prescription: Skill 1
 - a. The New Fitness Prescription
 - i. The "traditional" F.I.T. prescription recommended:
 - 1. Frequency
 - 2. Intensity
 - 3. Time
 - ii. The "new" F.I.T. prescription for cardiovascular fitness recommends:
 - 1. Frequency
 - 2. Intensity Time
 - b. Should You See A Physician Before Beginning an Exercise Program?
 - i. 7 questions for reader to answer to determine whether he/she should see a physician before starting an exercise program
 - ii. Graphic of Target Heart Range Chart
 - c. Exercising at the Right Pace
 - i. Graphic of BORG Scale of Perceived Exertion
 - d. Warming Up/Cooling Down
 - e. Do You Know When to Stop?
 - i. Graphic of Warm Up, Aerobic Activity, Cool Down

- III. Aerobic Activity: Skill 2
 - a. How much aerobic activity is necessary to be healthy?
 - i. Graphic: How Active Are Americans?
 - b. Do You Know How Fit You Are?
 - i. A Simple Walking Test
 - ii. Equipment Needed
 - iii. Graphic of Exercise Tracking Chart: Date/Time/Heart Rate
- IV. Flexibility: Skill 3
 - a. Proper Stretching Can:
 - b. The Rules of Stretching
 - i. Graphic of a person performing a variety of stretches
- V. Strength-Building Activities: Skill 4
 - a. The F.I.T. Prescription for Building Strength
 - i. Intensity
 - ii. Time
 - iii. Graphic of person performing a variety of exercises
- VI. The S.M.A.R.T. Plan: Skill 5
 - a. Specific
 - b. Measurable
 - c. Agreed Upon
 - d. Rewarding
 - e. Trackable
 - f. Hints to Help You Stay on Track
 - g. Graphic of a SMART plan Contract the reader can fill out
- VII. References

Stress Management: Personal Action Guide StayWell/Krames © 1999

- I. Intro
 - a. Everyone Has Stress
 - i. The Pros and Cons of Stress
 - b. What's Ahead (graphic telling each of the five skills to be covered in the booklet)
 - c. Starting to Manage Stress
 - i. Finding a Place to Start
 - ii. Learning to Deal with Stress
- II. Skill 1: Learning About Stress: How does stress affect your body, mind, and emotions?
 - a. How Your Body Reacts to Stress
 - b. How You May Respond to Stress
 - i. Physical Symptoms (checklist of symptoms underneath)
 - ii. Emotions (checklist of symptoms underneath)
 - iii. Thinking (checklist of symptoms underneath)
 - iv. Behavior (checklist of symptoms underneath)
- III. Skill 2: Getting to Know Your Stressors: What triggers your stress? It's time to find out.
 - a. What Can Trigger Your Stress Response?
 - i. Common Stressors (examples underneath)
 - b. Keeping Track of Your Stressors
 - i. Graphic of Stress Log: Date/Time, Stressor, Response
- IV. Skill 3: Taking Action: How You Respond to a Stressor is Your Choice
 - a. Choosing Your Response to a Stressor
 - i. Accepting a Stressor
 - 1. Activity-Reader can write down a stressor from previous page that he/she can't control and how he/she will accept it
 - ii. Avoiding a Stressor
 - 1. Activity-Reader can write down a stressor from previous page that he/she can avoid & how he/she will do so
 - iii. Altering a Stressor
 - 1. Graphic where reader can write down a stressor from previous page that he/she can alter & how he/she will do so
 - iv. Adapting to a Stressor
 - 1. Activity-Reader can write down a stressor from previous page that he/she can adapt to & how he/she will do so
 - 2. How Will You Respond to Stress? Exercise for reader.

- V. Skill 4: Preventing and Relieving Stress: To keep stress away, take some time to manage your day
 - a. Managing Your Time
 - b. Curbing Stress with Activity and Relaxation
 - i. Aerobic Exercise
 - ii. Stretching and Yoga
 - iii. Stress Busting Activity Tips
 - iv. Relaxation Techniques
 - 1. Deep breathing
 - 2. Progressive relaxation
 - 3. Stress-Busting Relaxation Tips

VI. Skill 5: Setting SMART Goals

- a. Specific
- b. Measurable
- c. Achievable
- d. Rewarding
- e. Trackable
- f. Break Though Your Barriers
 - i. Activity-Common barriers to managing stress and tips to get past them (boxes of 4 barriers with tips and a spot where the reader can write in their own way).

VII. Staying on Track

Low Fat Eating StayWell/Krames © 1993, 1997, 1998, 2001, 2002

- I. What is Dietary Fat?
 - a. Why Eat Less Fat?
 - b. How to Get Started
- II. Do You Eat Too Much Fat?
 - a. Picture of a checklist about food habits & preferences & a picture of a check box with comments about the checklist "The more boxes you checked..."
- III. Can Fat Hurt Your Health?
 - a. Overweight
 - b. Heart Disease
 - c. High Blood Pressure
 - d. Cancer
 - e. Diabetes
- IV. How Much Fat is Enough?
 - a. Chart "Daily Grams of Fat"
 - b. How to Read This Chart
- V. The Food Pyramid
 - a. Picture of the Food Pyramid with description of
 - i. Fat, Oils, & Sweets Group
 - ii. Milk, Yogurt, & Cheese Group
 - iii. Vegetable Group
 - iv. Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
 - v. Fruit Group
 - vi. Bread, Cereal, Rice, & Pasta Group
 - b. Chart: "What Counts as a Serving?"
 - c. Tips for Measuring
- VI. Where's the Fat?
 - a. Choosing Low-Fat Foods
 - b. Avoiding High Fat Foods
 - c. Types of Fat
 - i. Monounsaturated fats
 - ii. Polyunsaturated fats
 - iii. Saturated fats
 - iv. Hydrogenated oils

VII. Reading Labels Helps Find Fat

- a. Picture of a Nutrition Chart with description of what different sections mean
 - i. Serving Size
 - ii. Calorie Information
 - iii. Total Fat
 - iv. Types of Fat
 - v. Ingredients
- b. Track Your Fat

VIII. Low-Fat Shopping

- a. Starches and Grains
- b. Vegetables and Fruits
- c. Dairy
- d. Meat and Fish

IX. Low-Fat Cooking

- a. Preparation
- b. Changing Recipes

X. Low-Fat Eating Out

- a. Boxes describing with recommendations when eating:
 - i. Fast Food
 - ii. Italian
 - iii. Mexican
 - iv. Asian

XI. Changing Your Ways

- a. Know Your Daily Fat Range
- b. Choose How You'll Change
- c. Take Action
- d. Reward Yourself When You Succeed

XII. Small Changes Add Up!

- a. Table of low-fat food substitutes & grams of fat in each
 - i. Breakfast Foods
 - ii. Lunch Foods
 - iii. Dinner Foods
 - iv. Snacks & Sweets

XIII. Enjoying a Healthy Lifestyle

a. Resources

Getting Started with Weight Management: Learn the Facts, Avoid the Fads StayWell/Krames © 1999

- I. Why Lose Weight
 - a. Reasons to Lose Weight
 - i. For Yourself
 - ii. For Your Health
 - b. Fads Don't Work
 - c. Getting the Most from This Booklet
 - i. Describe the little bubbles throughout the packet:, Try this Tip, Avoid this Trap, Know this Fact, Ask your Doctor
- II. What's Stopping You?
 - a. Looking at Your Barriers
 - b. Breaking Down Your Barriers
- III. Set Your Long-term Goal
 - a. Definition of a Healthy Body
 - b. Choosing a Long-term Goal
 - c. Another way to Measure Healthy Weight
 - i. BMI chart
- IV. Make an Action Plan
 - a. Take Small Steps to Success
 - b. Track Your Progress
 - c. Reward Yourself
- V. Healthy Eating
 - a. What, When, Why, and How You Eat
 - b. Eat Less Fat
 - c. Understanding Food Labels
 - d. Eat More Fiber
 - e. Drink Plenty of Water
- VI. Exercise and Activity
 - a. The Benefits of Exercise
 - b. Make Activity Part of Your Day
 - c. Make Exercise Fun
- VII. Stick With It
 - a. Set Yourself Up for Success
 - b. Believe That You Can Do It
 - c. A Caution About Weight-Loss Programs
- VIII. Getting Support
 - a. Numbers for various health organizations

The Family Connection: Points for Parents ISA Associates Inc. © 1996

- I. The Family that Plays Together...
 - a. Keep it light
 - b. Be a beginner
 - c. Adopt an experimental attitude
 - d. Be patient as you try a new activity
 - e. You don't have to be among the "super fit"
 - f. Recognize and appreciate differences
 - g. Active recreation can help blow off family stress...
 - i. Creates a natural opportunity to show affection...
 - ii. Family memories are made of this...
 - iii. Remember-You set the example...
 - h. Place for parents to complete the following
 - i. Active fun we can try out as a family
 - ii. Other ways we can relax together
 - iii. Time we could set aside to just do nothing
 - iv. Trade offs we might need to make (no fill in the blank for this one)
- II. Keeping Your Kids Off Drugs-Specific Steps You Can Take
 - a. Set a good example
 - b. Give children a clear set of rules
 - c. Be clear about rules regarding parties and driving
 - i. If you drink don't drive; and
 - ii. Never get into a car with a driver who is even remotely intoxicated.

Alcohol, Drugs, and a Healthy Lifestyle: What's the Connection? ISA Associates Inc. © 1996

I. Intro

- II. Healthy Alternatives to Feeling Good
 - a. Relaxation and release from tension
 - b. Release from inhibitions
 - c. Feeling euphoria "high"
 - d. Feeling stimulated, energized
 - e. Altered states

III. The Drug Trap

- a. Intro
- b. Stimulant Drugs, Cocaine ("coke," "snow," "blow,")
- c. Methamphetamine ("crank," "speed," "monster," "Meth," "Ice")
- d. Opiates/Narcotics
- e. MDMA ("Ecstasy," "Adam")
- f. Marijuana/cannabis ("pot," "dope," "weed," "reefer")
- g. Other prescription drugs (this wasn't a main header like above but was bolded)

IV. Alcohol-A Legal Drug

- a. Heavy alcohol consumption is associated with a number of serious problems...
- b. Alcoholism (alcohol dependence) is a serious disease condition...
- c. Box telling recommended daily drinking amounts for men & women
- d. What is a "Drink"
- e. Checklist of the "Ripple Effect" (whether alcohol/drugs is getting in the way of healthy lifestyle)
- f. CAGE drinking screener with scoring information and recommendations of what to do for different scores